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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) the relation between classroom communication and teacher personality: (2) a survey of speech programs in Texas community colleges: (3) improving student responses by training teachers in questioning strategies: (4) the impact of rhetorical criticism on selected basic textbooks in speech communication: (5) a descriptive comparison of teacher questions: (6) the relations between teacher communication style, trait and state communication apprehension, and teacher effectiveness: (7) pupil-teacher interaction in cooperative decision-making activities: (8) using interaction analysis to achieve verbal control of teaching styles in elementary physical education: (9) the verbal influence of the kindergarten teacher in the coeducational classroom: (10) a comparison of male/female elementary physical education teachers' verbal and nonverbal interation: (11) and actual versus ideal instructional time of speech communication activities in the elementary school. (RL)

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Speech Communication Education and Classroom Interaction:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1980 (Vol. 40 Nos. 7 through 12)

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Abstracts of the following dissertations are included in this collection:

Amburgey, Betty Smathers

VERBAL REACTIONS IN CLASSROOM ENVIRONMENTS CREATED BY TEACHERS WHO SCORE HIGH ON THE CO SCALE OF THE OPI AND TEACHERS WHO SCORE LOW ON THE CO SCALE OF THE OPI

Anderson, Johnny Renardo

A SURVEY OF SPEECH PROGRAMS IN THE PUBLIC COMMUNITY COLLEGES IN THE STATE OF TEXAS

Beary, Janet Louise

IMPROVING STUDENT RESPONSE PATTERNS THROUGH TEACHER TRAINING IN QUESTIONING STRATEGIES

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A DESCRIPTIVE STUDY OF THE IMPACT OF RHETORICAL CRITICISM ON SELECTED BASIC TEXTBOOKS IN SPEECH COMMUNICATION

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AN EXAMINATION OF FOURTH AND FIFTH-GRADE PUPIL-TEACHER INTERACTION FOR COOPERATIVE DECISION-MAKING ACTIVITIES

Lewis, Katherine Ann

THE EFFECT OF INTERACTION ANALYSIS ON ACHIEVING VERBAL CONTROL OF TEACHING STYLES IN ELEMENTARY PHYSICAL EDUCATION

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AN ANALYSIS OF THE VERBAL INFLUENCE OF THE KINDERGARTEN TEACHER IN THE CO-EDUCATIONAL CLASSROOM

Twa, Hughie Ian

A COMPARISON OF MALE AND FEMALE PHYSICAL EDUCATION TEACHERS' VERBAL AND NONVERBAL INTERACTION AT THE ELEMENTARY SCHOOL LEVEL

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ACTUAL AND IDEAL INSTRUCTIONAL TIME OF SPEECH COMMUNICATION ACTIVITIES IN THE ELEMENTARY SCHOOL

VERBAL REACTIONS IN CLASSROOM ENVIRONMENTS CREATED BY TEACHERS WHO SCORE HIGH ON THE CO SCALE OF THE OPI AND TEACHERS WHO SCORE LOW ON THE CO SCALE OF THE OPI

Order No. 8011109

AMBURGEY, BETTY SMATHERS, ED.D. *University of Kentucky*, 1979. 146pp. Director: Dr. William Peters, Chairman

This study was undertaken to determine if there was a difference in verbal reactions in classroom environments created by teachers who scored high on the Complexity Scale (*Co Scale)* of the *Omnibus Personality Inventory (OPI)* and teachers who scored low on the Complexity Scale (*Co Scale)* of the *Omnibus Personality Inventory (OPI).* Earlier studies had identified the need for further study of the characteristics attributed to High *Co* scorers and Low *Co* scorers through observation and evaluation in the classroom in order to define teachers behaviors which could be associated with effective and noneffective teachers.

The *Co Scale* of the *OPI* measures tolerance of ambiguity and preference for complexity. This test was administered to a group of Freshmen English instructors at the University of Kentucky. Six instructors scoring in the upper one-third of the *Co Scale* and six instructors scoring in the lower one-third of the *Co Scale* were selected for the study, as indicated by the score range in the *OPI Manual.* Each of their classes was observed for two weeks at the beginning of the semester and two weeks at the middle of the semester. Observers use Mork's *Verbal Reaction Behavior Log (VRBL)* as the observation instrument. The *VRBL* had nine sublevels (Cognitive Levels I, II, III, Skill Levels I, II, III, and Affective Levels I, II, and III) which allowed nine minor hypotheses to be stated as well as the major hypothesis.

The main effect null hypothesis was stated: Ho_1: There is no difference in verbal reactions in classroom environments created by teachers who score high on the *Co Scale* of the *OPI* and teachers who score low on the *Co Scale* of the *OPI.*

Data were analyzed using a three factor analysis of variance from a repeated measure design. Complexity was the grouping factor. The complexity factor had a high level and a low level. Time and person were the repeated factors. The time factor had an early semester time and a middle semester time. The person factor had a teacher factor and a pupil factor. Nine analyses were performed. The dependent variables were the nine levels of Mork's *Verbal Reaction Behavior Log.* Of the nine minor hypotheses, seven were rejected. These were at Cognitive Levels I, II, III, Skills Levels II, III, and Affective Levels I and II. The main effect null hypothesis was therefore also rejected.

This study indicated that high *Co* scorers maintained more verbal responses in the higher levels of cognition and had more verbal responses in the higher skills levels. High *Co* scorers also gave more positive reinforcement and more personal involvement.

The processes exemplified by high complexity teachers were those which Taba believed should be encouraged. This study reflected the possibility of translating the characteristics of high complexity teachers into teacher behaviors which would allow potential teachers to be trained in those areas of interaction which would facilitate higher levels of instruction. It was recommended that further studies be undertaken to determine other characteristics which would allow teachers to maintain student learning at these higher levels. It was suggested that teacher training programs could benefit from the use of instruments and the implementation of training programs which could identify traits that allow teachers to function at these higher levels. It was recommended that further studies be undertaken in the area of nonverbal reactions in the classroom.

A SURVEY OF SPEECH PROGRAMS IN THE PUBLIC COMMUNITY COLLEGES IN THE STATE OF TEXAS

Order No. 8012859

ANDERSON, JOHNNY RENARDO, ED.D. *North Texas State University*, 1979. 116pp.

This study is a survey of public community college speech programs in Texas. An investigation of the literature revealed that only three similar studies had been made concerning Texas junior colleges.

A questionnaire inquiring into the overall speech program, the course offerings, the faculty, the fundamentals course, extracurricular activities, non-credit courses, content characteristics of speech courses, and attendance policies was sent to the speech directors of the sixty-four public community/junior colleges in Texas. Replies were received from forty-three schools, forty-two of which reported having speech offerings in their college curricula.

Chapter One explains the purposes and problem of the study, presents definitions of key terms, and states the significance of the study to the field.

Chapter Two reviews previous studies and related literature, and Chapter Three gives a description of the questionnaire, the procedures for data collection, and the procedures for data analysis, followed by a question-by-question tabulation of the course offerings and content, faculty information, extracurricular activities, and attendance policies in the speech departments of the public community colleges.

Chapter Four concludes the study by reviewing the current status of public community college speech programs in Texas and making recommendations for the improvement of these speech programs.

IMPROVING STUDENT RESPONSE PATTERNS THROUGH TEACHER TRAINING IN QUESTIONING STRATEGIES

Order No. 8001690

BEARY, Janet Louise, Ph.D. The Ohio State University, 1979. 287pp. Adviser: Professor Roger T. Cunningham

The general intent of this investigation was to design an open-ended and flexible inservice program that would enable teachers to change their verbal behavior. The purpose was two fold. First, the investigation was to determine whether (1) inservice training in wait-time plus self-assessment, (2) inservice training in wait-time and probing plus self-assessment, (3) inservice training in wait-time and probing plus investigator feedback, and (4) inservice training in wait-time and probing plus self-assessment and investigator feedback would be effective in helping teachers improve their questioning behavior. Second, evidence was sought to support the theory that an instructional methodology designed to effect change in the verbal behavior of inservice teachers would facilitate student critical thinking as reflected by response patterns.

Tapes and transcripts made prior to and following seven and one-half hours of inservice training were used to gather data on the teachers' questioning behavior and students' response patterns. Ten judges were trained by the investigator concurrent with the experiment. At the end of their training they were able to identify and record valid and reliable data from the classroom tapes and transcripts.

The sample used in this investigation was composed of twenty-five teachers randomly selected from a total of forty-seven. All teachers worked in either an urban or suburban school in Franklin County, Ohio. The twenty-five teachers were randomly assigned to five groups, one control group and four experimental groups. Each group had five members.

The independent variables in this investigation represented efforts to help the teachers improve their questioning behavior. Inservice training, self-assessment and investigator feedback provided the core for these efforts.

A total of twenty-one teacher-related and fifteen student-related dependent variables were selected for analysis in this investigation. Gain scores were computed for each teacher and student variable from the pre and post-treatment tape and transcript data. The pretreatment, post-treatment and gain scores were prepared for nonparametric statistical analysis. Three statistical techniques were employed in the analyses: the Wilcoxon distribution-free rank sum test, the Wilcoxon distribution-free signed rank test and Jonckheere's distribution-free test for ordered alternatives.

To determine whether or not instruction in wait-time and probing resulted in a change in teacher verbal behavior, the Wilcoxon distribution-free rank sum test was employed. The seven variables tested were: (1) number of questions asked, (2) interventions during discussions, (3) repetition of teacher questions, (4) repetition of student responses, (5) percentage of talk time, (6) mean wait-time, and (7) probing. All were statistically significant at the .050 alpha level.

The Wilcoxon distribution-free signed rank test, alpha level .062, and group means were applied to determine the direction and magnitude of the change for each group of teachers.

The analysis of the three forms of feedback (self-assessment, investigator feedback and self-assessment plus investigator feedback) was performed using Jonckheere's distribution-free test for ordered alternatives with a .050 assigned level of significance. No significant difference was found for any hypothesis used to test the instruction-feedback treatment combinations.

Fifteen student response variables were examined using the Wilcoxon distribution-free rank sum test. Six variables were found to be statistically significant at the alpha level of .050. These variables included: (1) percentage of talk time, (2) mean length of response, (3) number of failures to respond, (4) percentage of accurate responses, (5) percentage of specific responses, and (6) percentage of supported responses.

A DESCRIPTIVE STUDY OF THE IMPACT OF RHETORICAL CRITICISM ON SELECTED BASIC TEXTBOOKS IN SPEECH COMMUNICATION

Order No. 8006229

CARMICHAEL, MARY MARGARET, PH.D. *The Florida State University*, 1979. 203pp. Major Professor: Thomas R. King

Assuming rhetorical theory, rhetorical criticism, and the teaching of the basic course in speech communication to be vitally interrelated, this study addressed the question: What impact, if any, has rhetorical criticism had on the teaching of the basic course in speech communication, as this teaching is represented by widely-used textbooks? In search of a partial answer, the theoretical orientations both of critical studies reported in *Dissertation Abstracts* from 1959 through 1976 and of selected basic textbooks published between 1960 and 1977 were surveyed. Because of the close association between theoretical and philosophical orientations, the textbooks were additionally categorized by philosophic perspective. Finally, the textbooks' footnoted sources were surveyed. If criticism were influencing the basic course, then critical studies could be expected to figure prominently among footnotes, and the textbooks' orientations could be expected to follow those in criticism.

Odd-numbered and even-numbered issues of *Dissertation Abstracts* on alternate years were surveyed, producing a sample of 1,860 abstracts, 204 of which were critical. Twenty textbooks were selected from the data of surveys of the first course by Dedmon and Frandson in 1963 and by Gibson et al. in 1968, 1973, and 1978. An adaptation of Meyer H. Abrams' framework for distinguishing theories in literary criticism served to categorize the theoretical orientations of both critical studies and textbooks, and Walter R. Fisher's three sets of contrasting terms categorized the textbooks' philosophic perspectives. The textbooks' footnotes were grouped into seven categories under speech communication and four under other sources.

The survey of critical studies revealed that 99 percent of the sample prior to 1970 were pragmatic, compared with 82 percent afterward. The surveys of textbooks did not show this pattern. The two nonpragmatic books were published in the sixties. Already-existing philosophic perspectives gradually increased. Overall, 70 percent or 14 of the books showed a traditional philosophic perspective, but three of the five books published in the seventies were rated modernist; four of the five books published in the seventies were rated scientific, although, overall, the books were halved between humanistic and scientific perspectives.

Ninety-two percent of the critical studies before 1970 dealt with speeches, but only 80 percent afterward. In contrast, the footnoted references in textbooks showed unabated reliance on speeches. Two of the five books published in the seventies cited speeches more than any other source, and four of them cited speeches more than any other source under speech communication.

Finally, the survey of footnotes showed that only 8 of the 19 textbooks (one book had no footnotes) cited even a single critical study, and in only one case did criticism comprise as much as five percent of the total references. Two of the books citing at least one critical study were published in the seventies, indicating authors were not responding, either negatively or positively, to criticism's nonpragmatic trend.

The study's methods were not sufficiently sensitive to detect all influence from criticism. Nevertheless, the data indicate that rhetorical criticism does not appear to have made a direct impact on the basic course at any time during the period studied.

A DESCRIPTIVE COMPARISON OF TEACHER QUESTIONS

Order No. 8005335

GALLOWAY, ELIZABETH ANNE, PH.D. *Claremont Graduate School*, 1979. 196pp.

The gestalt of a classroom environment includes such varied components as the hardware, software, students, teachers, aides, methods employed and the interactions of the components on each other. Language is incorporated in all of the components directly (affecting the component) or indirectly (effected by language). Therefore, the language utilized within a given classroom provides a thread through which other components may be described. In this regard the discourse of the teachers, as the coordinator of the classroom environment, is a natural focus of study and description of the classroom language environment.

The purpose of this study is to describe the use of one aspect of the classroom language environment, specifically the questioning behavior of the classroom teachers in regular and special education primary grade classrooms. This study describes that portion of the teacher talk embodied in the teacher's questions. Nine primary grade level (kindergarten, first grade, and second grade) classrooms were studied. Each grade level was represented by classrooms for the regular student, the aurally impaired student, and the visually impaired student. The descriptions of the questioning behavior of these nine teachers were based on the system developed by Douglas Barnes, whose focus was the questioning behavior of teachers in the secondary classrooms. The system categorizes teacher questions as: (1) factual questions (naming, information), (2) reasoning questions (closed recalled, closed not recalled, open, and observation), (3) open questions, and (4) social questions (control, appeal, and other). To provide additional clarity to Barnes' system, categorical and sub-categorical definitions and descriptions provided by Barnes have been expanded. The system was further supplemented with the mean length of the teacher questions.

Each of the nine classrooms were audio taped during the first class session of the day. The tapes were then transcribed for coding and analysis. Descriptions of the teacher questioning behavior were made for each classroom, for each classification of classroom, and for each grade level of classroom.

Conclusions suggest that the overall pattern of teacher questioning established by Barnes in the normal secondary classrooms was generally paralleled in both the normal and the special education primary grade classrooms. These paralleled findings suggest a single, basic pattern of teacher questioning behavior regardless of the student population or the grade level of the classroom. Comparisons by category and by grade level indicate that a shorter sentence length was utilized by the special education teachers, and except for the open type questions the aurally impaired classroom teachers presented the shortest sentence length. The specific percentage usage of categories of questions varied to some extent by grade level and by classroom classification.

Based on the nine classrooms studied, the conclusions suggest implications to the federal and state mandates for mainstreaming of special education students. The criteria of restrictiveness may be described through the talk of the teacher in a specific classroom. Based on the restrictiveness embodied in the questioning behavior of teachers, it is suggested that the aurally impaired student should mainstream after the first grade and the visually impaired student during the primary grades. Teacher training for both regular and special education classroom teachers may be facilitated through the consideration of these findings.

RELATIONSHIPS AMONG TEACHER COMMUNICATION STYLE, TRAIT AND STATE COMMUNICATION APPREHENSION, AND TEACHER EFFECTIVENESS
Order No. 8000198

KNUTSON, Patricia Kearney, Ed.D. West Virginia University, 1979. 166pp.

The empirical model tested in this study examined the effects of teacher style (perceived by either teachers or students) on students' affect in college classes. The model also posited a mediational function for teachers' and students' trait and state communication apprehension. A sample of 96 college teachers and their students (n=1484) across various disciplines completed self-report measures of trait and state apprehension, teachers' self perceptions and students' perceptions of their teacher's style, and students self-reported affect in the class.

Analyses indicated that teachers' perceptions of their own communication style failed to meaningfully predict students' perceptions of teacher style. Only students' perceptions of teacher style were related to student affect; students who perceived their teachers as highly versatile and responsive reported lower fears about communicating with the instructor in class, regardless of their trait apprehension levels.

AN EXAMINATION OF FOURTH AND FIFTH-GRADE PUPIL-TEACHER INTERACTION FOR COOPERATIVE DECISION-MAKING ACTIVITIES
Order No. 8004636

LASSITER, MARTHA HUGHES, ED.D. *University of Virginia*, 1979. 209pp.

This study addresses the question of the nature of decision-making activities in the elementary school classroom. To accomplish this study, an inquiry is used to explore both (1) the opportunities for decision-making activities by children, and (2) the decision-making activities practiced by children in the elementary school classroom.

Questions salient to the study include: What is the function of teacher influence on student decision-making? and What is the function of student awareness?

By observing each of two classrooms over six to eight weeks, information was collected about decision-making activities within the context of information about the classroom. Case studies were written about each classroom. The disclosure approach to educational criticism was utilized to study decision-making in the context of naturally occurring phenomena to interpret the observations, and to appraise the classroom experience in light of what theorists and researchers have discovered about decision-making in the elementary school classroom.

Conclusions. The evidence collected from one of the classrooms indicates limited numbers and kinds of opportunities for decision-making activities. The limitations seem to be congruent with the teacher's beliefs and other practices. Teacher influence appears to be a significant factor. Student awareness of opportunities for decision-making is difficult to gauge in this setting.

The evidence collected from the other classroom shows numerous and wide-ranging opportunities for decision-making activities. Student decision-making appears to be an integral part of the classroom experience. The wealth of opportunities for student decision-making seems to be congruent with the teacher's beliefs and other practices.

Teacher influence appears to be a significant factor. Student awareness of opportunities for decision-making appears to be a significant force and a precipitating factor in student decision-making in this classroom where the opportunities are almost ubiquitous and where students use the opportunities in a variety of ways. External factors seem to play an important part in the overall picture of student decision-making in both classrooms.

Significance of the study. The approach has provided evidence for discovering the number and kind of opportunities for decision-making available within the context of life in two classrooms. Additionally, it has facilitated some understanding of classroom patterns and the factors that may influence these patterns, (1) teacher influence, (2) student awareness, and (3) factors external to the classroom.

THE EFFECT OF INTERACTION ANALYSIS ON ACHIEVING VERBAL CONTROL OF TEACHING STYLES IN ELEMENTARY PHYSICAL EDUCATION
Order No. 8005471

LEWIS, KATHERINE ANN, ED.D. *The University of Florida*, 1979. 131pp. Chairman: Gordon D. Lawrence

This study was conducted to determine if self-coded feedback from Verbal Interaction Category System - Modified (VICS-M), a modification of Verbal Interaction Category System (Amidon and Hunter), would help physical education students understand and control specific patterns of verbal behavior, specifically three of Muska Mosston's Spectrum of Teaching Styles--command, guided discovery, and problem solving. The students were engaged in their first clinical experience with children in a movement education environment.

Four hypotheses were tested. Instruction in and use of VICS-M, as the feedback device after teaching, will not significantly increase the occurrence of appropriate verbal behaviors (A) regardless of the style being used, (B) when the style in use is command, (C) when the style in use is guided discovery, and (D) when the style in use is problem solving.

Two intact sections of PHED 343, Elementary School Physical Education, at Northern Illinois University, DeKalb, Illinois, were taught to use the three Spectrum styles and to use a simple reaction log to evaluate the lessons each would teach and record on tape using a Sony T-66 tape recorder worn in a backpack during each teaching experience.

Each student was to teach at least six lessons, two of each style. The student selected a ten minute segment that best represented the intended style, evaluated using the log, and returned the tape and evaluation to the course instructor who read the log, listened, and responded in writing with the instructor's perceptions of the segment, retaining the taped segment for coding by raters. Instructor feedback was done for all students throughout the clinical experience, regardless of group membership, and was not considered part of the experimental treatment.

Students were randomly assigned to treatment groups, to the three teaching groups, and to a teaching rotation with first, third, and fifth graders for the ten weeks of teaching. The study design, a simple pretest-posttest design with control group (Campbell and Stanley) provided data collection four times before intervention and four times after intervention. Experimental intervention, after the fourth lesson was taught, consisted of instruction in the use of VICS-M as feedback for the treatment group. The control group continued to use the log.

Two raters, in agreement beyond .85 (Frick and Semmel formula) at the end of training, were randomly assigned tapes and used VICS-M to score the lesson segments. Scores from two lessons of the same style, one pretest and one posttest, were tallied and 132 data sets were submitted to analysis through analysis of covariance (ANCOVA). The data set for problem solving failed to meet the assumption of homogeneity of regression and an analysis of variance (ANOVA) was utilized instead of ANCOVA.

The four null hypotheses were not rejected at the predetermined .05 alpha level. Feedback from VICS-M was no more effective than was feedback from the log. An alpha value of .06 for Hypothesis A does seem to lend encouragement to the concept as a whole. A Pearson r of .95 for the preintervention and postintervention scores used in Hypothesis A indicated that VICS-M did discriminate effectively between the three styles. Intraclass correlation coefficients of reliability (Bartko) showed that different raters would have evaluated much as these raters did, i.e. some reliabilities high, others marginal. The frequency ($n = 70$) and the ease (mean = .98) with which these students taught command lessons and the infrequency ($n = 14$) and the difficulty (mean = .23) they experienced teaching problem solving lessons is congruent with findings in descriptive analytical studies of physical education classes that show command teaching to be most prevalent. An unsubstantiated implication seems to be that time could be spent more efficiently practicing the less common and more difficult styles if student teachers are to increase their effectiveness by broadening their range of teaching methodologies.

AN ANALYSIS OF THE VERBAL INFLUENCE OF THE KINDERGARTEN TEACHER IN THE COEDUCATIONAL CLASSROOM

Order No. 8007606

McNELIS, JOANNE SMITH, PH.D. *The University of Alabama*, 1979. 148pp.

The purpose of this study was to examine the kindergarten teacher's verbal interaction with male and female students to determine if the quality or quantity of the teacher's interaction was a function of the sex of the student. The study included 16 kindergarten teachers, 154 male students, and 141 female students. Each of the 16 kindergarten classes was observed for periods of no less than 20 minutes on two separate occasions. During these observations, the teacher's verbal interaction with the male and the female students was coded using Hough's and Leles' 13-category modification of Flanders' System of Interaction Analysis. A recording sheet and matrix that would allow for differentiation between male and female students' verbal responses and interaction were developed to allow the investigator to use the Flanders System with male and female subgroups.

As the observed groups were not of equal size and the ratio of boys to girls varied from observation to observation, it was necessary to adjust the data to ratios. The data as collected represented time the teacher devoted to each category in the 13-category system. These data were then reduced to an average percentage of time the teacher devoted to each category per male student and per female student.

The hypotheses for this study were stated in an alternate manner to facilitate the reader's comprehension of the treatment of the data.

The first alternate hypothesis of this study was: The ratio derived by dividing the verbal interaction between the average male student and the teacher by the verbal interaction between the average female student and the teacher would not vary significantly from unity (1.00).

The second alternate hypothesis of this study was: The ratio derived by dividing the percentage of time per male student received indirect teacher verbal influence by the percentage of time per female student received indirect teacher verbal influence would not vary from unity (1.00), and the ratio derived by dividing the percentage of time per male student received direct teacher verbal influence by the percentage of time per female student received direct teacher verbal influence would not vary significantly from unity (1.00).

A *t*-test was used to determine the significance of the ratio representing the percentage of time each male student experienced indirect and direct teacher verbal influence divided by the percentage of time each female student experienced indirect and direct teacher verbal influence. Identical procedures were employed to determine the significance of the ratio representing total teacher verbal influence with male and female students and total verbal interaction between the teacher and male and female students.

The two hypotheses were tested and rejected.

The first hypothesis, which dealt with quantity of verbal interaction between the teacher and male and female students, was rejected because data showed 17% more verbal interaction between teachers and male students than between the same teacher and their female students [$t(15) = 2.264$, $p < 0.04$].

The second hypothesis, which dealt with quality of verbal interaction between the teacher and male and female students, was rejected. The data showed the teachers used direct verbal influence 59% more with male students than those same teachers did with female students [$t(15) = 2.150$, $p < 0.05$]. In addition to using more direct influence, the teachers used 19% more indirect verbal influence with male students than those same teachers did with female students [$t(15) = 1.833$, $p < 0.09$].

The findings of this study showed male students talked to their teacher more than did females students, had more total verbal interaction with their teachers, and received more praise and criticism from their teachers than did the female students.

A COMPARISON OF MALE AND FEMALE PHYSICAL EDUCATION TEACHERS' VERBAL AND NONVERBAL INTERACTION AT THE ELEMENTARY SCHOOL LEVEL

Order No. 8005810

TWA, HUGHIE IAN, PH.D. *University of Oregon*, 1979. 108pp. Adviser: Dr. Kelly D. Rankin

The purpose of this study was to examine the verbal and nonverbal behavior of teachers and their students in elementary physical education. This study was a descriptive-analytic study of what teachers and students are doing, verbally and nonverbally, in elementary physical education. The interaction pattern of elementary school physical education teachers is relatively unexplored.

The dependent variable in this study was the verbal and non-verbal communication between the students and their physical education teacher as measured by the Rankin Interaction Analysis System (RIAS). Two subject (independent) variables were selected: (1) sex of the physical education teacher and (2) grade level, primary (1–3) or intermediate (4–6). The RIAS is a research tool that is designed for systematic observation of the elementary physical education teaching process.

Subjects involved in this study were eight women physical education teachers, eight men physical education teachers and their regular students from the 4J School District in Eugene, Oregon. The design was a two-factor repeated measures design which was analyzed statistically by analysis of variance, and matrix analysis as described by Flanders (1970).

There were four significant differences found at the .05 level of significance. There was two significant interactions involving sex of the teacher and grade level. First, male teachers utilized student praise more at the primary level than at the intermediate level, whereas the female teachers utilized praise more at the intermediate level than at the primary level. The second interaction involved non-response or confusion. The male teachers had a great deal more confusion at the primary level than at the intermediate level, whereas the female teachers had slightly more confusion at the intermediate level than at the primary level.

One significant grade level difference involved student frowning. There was significantly more student frowning in the intermediate level (grades 4–6) than at the primary level (grades 1–3). Finally, there was a significant sex difference in the non-response or confusion category. This significance must be considered with caution because of the interaction in that category, but male teachers had a significantly higher level of confusion than the female teachers.

The primary interaction pattern for male, female, primary and intermediate elementary physical educators was the 1–7–1–9–1 pattern. This pattern indicates that the most frequently occuring interaction pattern in these classes was teacher talk, followed by student movement, teacher talk, teacher gestures, and teacher talk. This interaction pattern accounted for approximately 45% of the total behaviors exhibited in these classes.

The most striking find in this study is the remarkable similarity of teacher behavior at the primary and intermediate level. It appears from these results that elementary physical education teachers teach primary and intermediate classes the same, at least within the limits of the ten behaviors described by the Rankin Interaction Analysis System.

ACTUAL AND IDEAL INSTRUCTIONAL TIME OF SPEECH COMMUNICATION ACTIVITIES IN THE ELEMENTARY SCHOOL

Order No. 8003724

VANDER KOOI, DARYL JAY, ED.D. *Montana State University*, 1979. 320pp.

The purpose of this study was to: (a) determine the dependency of the perceptions of actual instructional activities on the roles of teacher and principal and (b) determine the dependency of the perceptions of ideal instructional time for each of the same speech communication activities on the roles of teacher and principal.

The problem was investigated by: (a) a review of literature related to the problem; (b) the development of a questionnaire; and (c) a tabulation, analysis, and comparison of the data gathered. The research was conducted in sixty-nine elementary schools which were members of the Christian Schools International.

The major conclusions of the study indicated that: (a) teachers and principals do not have a stereotyped or generalized view of speech communication activities; (b) teachers and principals did not consistently agree or consistently disagree on the actual and ideal amount of instructional time for the fifty-three speech communication activities; (c) teachers and principals generally indicated actual and ideal instructional time in those categories of "no time" to "less than 1/2 hour" per week for most speech communication activities; and (d) principals who do not teach demonstrated more significant differences from teachers in perceptions of actual and ideal instructional time than did principals who also teach.

The major recommendations were: (a) additional research should be conducted to determine the profitability and consistency of the design used in this research; (b) Christian Schools International should consider the development of units or lessons for some groups of speech communication activities and workshops to increase the perceived value of speech communication activities; and (c) teachers and principals should develop a greater awareness of the differences between experiential and instructional activities, of the integration of instruction in speech communication and of the basis for their curriculum decisions.